



Guidance on Teacher and Principal Evaluations

Friday, April 10, 2020

Background

SB 1693/HB 2910 cancels statewide testing if the Governor issues a statewide closure of schools beyond March 29, 2020. On March 30, 2020 the Governor closed schools through the end of the 2019-2020 school year.

The school closure and cancellation of the statewide assessment may impact teacher and principal evaluation systems; specifically, the frequency of the evaluations and the data used to calculate the evaluations. The Legislature did not waive requirements for evaluations. By statute, evaluation systems are required to:

- Result in at least one evaluation of each teacher by a qualified evaluator every school year;
- For both teachers and principals, include the use of quantitative data on the academic progress for all students, which shall account for between 20% and 33% of the evaluation outcomes;
- For teachers, include at least one classroom observation unless the teacher is highly effective or effective based on the first classroom observation and the school district or charter school waives the second classroom observation;
- Include four performance classifications: Highly effective, effective, developing and ineffective.

As a reminder, the statewide evaluation framework was repealed in 2019. Evaluation systems are adopted by local education agencies within statutory parameters, including those listed above.

Guidance

- Schools should attempt to conduct an evaluation of each teacher by a qualified evaluator.
- Schools are encouraged to conduct the evaluation remotely or in any available manner that adheres to the most recent guidance from public health officials.
- If classroom observations are required, schools are encouraged to conduct them remotely or in any available manner that adheres to the most recent guidance from public health officials. If classroom observations are not possible due to the school closure, schools may rely on other indicators to determine the teacher's effectiveness.
- Without a statewide assessment, schools may use other quantitative data available, which may include but is not limited to, data from benchmark assessments, summative assessments, formative assessments, student learning objectives and aggregate team, grade, or school-level data.